

Unit Overview:

1. Describe the scope of content which will be included in the unit: explain how you determined what specific standards and content (topics) to bundle into a unit of instruction. List the standards covered in the unit.

The unit will cover different aspects of Marie Laveau in relation to the Haunted History of New Orleans. It will be broken down into her historical aspect, legends/myths surrounding her, and her presence in the media (the song by Bobby Bare and American Horror Story:Coven).

I chose this topic to discuss first in the Haunted History of New Orleans because Marie Laveau is often the first person/thing that comes to mind when thinking of New Orleans's history, especially the haunted side. I wanted two basic outcomes:

1. To increase students' understanding of Marie Laveau as a historical figure and as myth
2. To give students experience finding evidence to support their claims

Standards used:

ELA 11 RSIT 1. Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELA 11 WS 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

ELA 11 SLS 1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

ELA 11 LS 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELA 11 LS 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

2. Explain how the unit fits within the overall curriculum including an explanation of precedents and antecedents (what comes before and after). Also, describe the prerequisite skills students will need in order to be successful in this unit.

In an earlier unit, I plan to have students work on basic knowledge about the history of New Orleans.

After the Marie Laveau unit, I plan to further students' knowledge on the "haunted"/macabre side of New Orleans by exploring Pere Antoine and other ghosts of the St. Louis Cathedral. Students will need basic writing skills and the ability to use the Internet for research.

3. Describe how the unit of instruction will be meaningful to learners.
 - a. How does the unit meet both academic and social needs of the learners?
 - b. How does the unit meet both current and future needs of the learners?

This unit will meet both academic and social needs of the learners by providing them the opportunity to discuss the topics with their peers through group work. This unit will meet

both current and future needs of the learners by providing them with interesting information about their home state of Louisiana.

- c. Identify areas of possible student misconceptions and explain how these will be addressed within the unit.

Marie Laveau is a woman shrouded in mystery. There are many misconceptions about her. Part of this unit will be discussing how historical records actually have little information about her.

- d. How does the unit connect content knowledge with authentic, real world contexts and applications?

This unit connects directly with one of the most popular and well-known figures of New Orleans, Louisiana. One of the most well-known places in Louisiana is New Orleans. Furthering students' knowledge about this will allow them to know more about Louisiana's culture.

- e. How does the unit integrate content across subject silos?

This unit integrates Louisiana history, religious traditions, pop culture, and English conventions.

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Lesson Sequence:

1. Show the planned sequence of topics, lessons, activities, and assessments within the unit.
 - a. Use an outline or graphic format to show an overall picture of the unit.
 - i. For elementary unit plans clearly show the interconnectedness of lessons from the core disciplines of ELA, math, science, and social studies. Additionally, show the connections with arts and physical education.
 - ii. For secondary {6-12} unit plans clearly show cross-curricular connections: especially, integration of reading and language across disciplines. Additionally, show specific connections to post-secondary education, and careers.

1. **Monday.** Background/historical life of Marie Laveau
2. **Tuesday.** Legends and myths surrounding Marie Laveau
3. **Wednesday.** The song "Marie Laveau" by Bobby Bare
4. **Thursday.** Marie Laveau as portrayed in *American Horror Story: Coven*
5. **Friday.** Test; along with an essay response

Unit Launch:

1. How will you engage students with the unit?
 - a. How will you engender excitement, anticipation, enthusiasm, and curiosity?
 - b. How will you motivate students to succeed at high levels?
 - c. How will you communicate high expectations?
 - d. How will you present the "Unit Overview" and "Lesson Sequence" to students?
 - e. How will you inform the school, community, and parents/guardians about the unit?
 - i. Include in your unit a press release, a memo to your principal and other teachers, and a letter to parents about your unit. In each of the aforementioned communications be sure to explain how the particular constituents can contribute to the unit.
 - ii. Include in your unit a press release, a memo to your principal and other teachers, and a letter to parents about your unit. In each of the aforementioned communications be sure to explain how the particular constituents can contribute to the unit.

On Monday, I'll introduce Marie Laveau to students by showing them a picture of her surrounded by Voodoo materials. If they do not know who she is, they are to make assumptions based on the picture.

This is one topic that I find very interesting and I find that students pick up on that and show interest in it as well.

Unit Project:

1. Describe at least one project that spans several days and integrates multiple learning outcomes with authentic, real-world, applications.
 - a. Include a detailed set of directions for students.
 - b. Include an evaluation rubric.

The student will respond to an essay response about Marie Laveau and how she is portrayed in either a positive or negative light in the song and show that we discuss in class. Rubric is attached to the test.

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Summative Assessment:

1. How will you assess overall learning to make sure that goals and objectives are met?
 - a. How will you empower students to demonstrate their learning in multiple ways?

The students will follow along with the presentation in notes, write their own responses, do their own research, and work in groups.

- b. How will you accommodate learners so that all learners have opportunities to demonstrate what they have learned (what they know and can do): this is in contrast to an assessment such as a multiple guess test which assesses a finite set of learning outcomes in only one way.
 - i. Include in your unit fully developed assessments.
 1. For objective tests (multiple guess, matching, true false) include the actual test.
 2. For project-based and performance assessments include clear specific directions and an evaluation rubric.

Students will receive a variety of assessments, including bellwork, individual journals, group work, and a test with short answer and an essay response.

- c. How will you accurately assess the achievement of English language learners, and students with IEPs and 504 plans?

Students will receive any mandated accommodations/modifications.

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Enrichment:

- 1) How will you enable students who learn easily and well (gifted and high achieving students) to set and meet high expectations?

Marie Laveau has many different aspects to her. Any gifted or high achieving student can further his or her research.

Remediation:

- 1) How will you make certain that all learning experiences are at an appropriate level (accommodations) for students who lack specific prerequisite knowledge and skills to engage with the planned curriculum?

Everyday, students have the opportunity to work with a group. Students will also have the

opportunity to ask questions before the test.

Culminating Experiences:

1. Describe the strategies you will use to provide closure to the unit (kind of like the closing ceremony of the Olympics).
 - a. How will you enable students to self-reflect on their growth (metacognition) throughout the unit?
 - b. How will you enable students to recognize and value their own accomplishments?
 - c. How will you facilitate the transition to the next unit?
 - d. How will you communicate the accomplishments of your students to various constituents including parents/guardians and community and school leaders?

We have an exit ticket strategy called Sticky Note Mosaic. The different colors helps them assess themselves and allows me to clearly see what students know and what they need help with.

I give grades assignments daily on filling out their notes from which their test will come.

Unit Evaluation:

- 1) How will you reflect on the strengths and challenges encountered through teaching the unit?

I would ask my students for feedback.

- 2) How will you share your work with the professional educational community?

I will share this lesson with my professor.